

SPRING 1 Medium Term Plan 2024 Year Group _Y6_

| Subject | Week 1 4 days | Week 2 | Week 3 | Week 4 | Week 5 |
|------------------------|---|--|--|---|------------------------|
| English Writing | <p style="text-align: center;">News Report</p> <p>I can identify key features of a news report.</p> <p>I can use hot-seating to build on initial ideas.</p> <p>I can use direct and indirect speech.</p> <p>I understand the difference between progressive and perfect tense.</p> <p>W3. Select precise and subject-specific vocabulary</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>W4. Use the correct form of all past tenses accurately</p> | <p style="text-align: center;">News Report</p> <p>I can write an introduction using the 5w's.</p> <p>I can write cohesively using adverbials and conjunctions.</p> <p>I can use past tense and passive voice to write formally.</p> <p>I can embed direct and indirect speech.</p> <p>W2. Select vocabulary effectively to reflect the appropriate level of formality</p> <p>S2. Add detail with expanded noun-phrases</p> <p>S3. Write sentences which are in the passive voice</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> | <p style="text-align: center;">Narrative</p> <p>I can sequence events in a narrative.</p> <p>I can build vocabulary to convey atmosphere and action.</p> <p>I can select descriptive vocabulary for effect.</p> <p>I can use direct speech to drive action.</p> <p>T1. Integrate dialogue and action to clearly convey character</p> <p>W1. Select vocabulary carefully to help convey action</p> <p>T5. Create a different atmosphere by careful choice of vocabulary</p> <p>T7. Use metaphors and personification to help create atmosphere</p> | <p style="text-align: center;">Narrative</p> <p>W4. Use the correct form of all past tenses accurately</p> <p>S2. Add detail with expanded noun-phrases</p> <p>T1. Integrate dialogue and action to clearly convey character</p> <p>T2. Use a range of adverbials which help the cohesion of my writing</p> <p>T3. Use a range of conjunctions which help the cohesion of my writing</p> <p>T9. Vary the length of sentences for effect</p> | Assessment Week |
| Spelling | <p>Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.</p> <p>En6/3.1 Spelling</p> <p>En6/3.1a use further prefixes and suffixes and understand the guidance for adding them</p> <p>En6/3.1b spell some words with 'silent' letters</p> <p>En6/3.1c continue to distinguish between homophones and other words which are often confused</p> | | | | |

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| | <p>En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>En6/3.1e use dictionaries to check the spelling and meaning of words</p> <p>En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p style="text-align: right;">En6/3.1g use a thesaurus</p> |
| Handwriting | <p>Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.</p> <p>En6/3.2 Handwriting and Presentation</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p> |
| Reading | <p>En6/2.2 Comprehension</p> <p>En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:</p> <ol style="list-style-type: none"> i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>En6/2.2b understand what they read by</p> <ol style="list-style-type: none"> i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning <p>En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> |

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| | <p>En6/2.2d distinguish between statements of fact and opinion</p> <p>En6/2.2e retrieve, record and present information from non-fiction</p> <p>En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>En6/2.2h provide reasoned justifications for their views.</p> | | | | |
| <p>Maths</p> | <p>Power Maths 6B Unit 9 Decimals</p> <p>I can use place value to three decimal places.</p> <p>I can round decimals to 1dpt and nearest whole.</p> <p>I can add and subtract decimals.</p> <p>I can multiply and divide by 10, 100, 1000 (lesson 4 and 5)</p> | <p>Power Maths 6B Unit 9 Decimals</p> <p>I can multiply decimals.</p> <p>I can divide decimals by integers.</p> <p>I can convert fractions to decimals.</p> <p>I can use division to find equivalent fractions and decimals.</p> | <p>Power Maths 6B Unit 10 Percentages</p> <p>I can understand percentages as part of 100.</p> <p>I can convert fractions to percentages.</p> <p>I can work out equivalent fractions, decimals and percentages.</p> <p>I can compare fractions, decimals and percentages.</p> <p>I can find a percentages of an amount.</p> | <p>Power Maths 6B Unit 10 Percentages</p> <p>I can find 1%.</p> <p>I can work out 'useful' percentages.</p> <p>I can find percentage of a number.</p> <p>I can use a percentage to work out a missing number.</p> | <p>Assessment Week</p> |
| <p>Calculation 6EH</p> | <p>I can double and halve up to three digit numbers.</p> | <p>I can convert between mixed numbers and improper fractions.</p> | <p>I can divide by two digit numbers.</p> | <p>I can find fractions of amounts</p> | <p>Assessment week Daily 10 games.</p> |

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| 6DH | Conversion of fdp | Converting between mixed numbers and improper fractions.. | Deriving facts from already known facts | Finding percentages and fractions of amounts. | Calculation of missing angles. |
| Science | LO: To use symbols to draw simple circuits. LO: To know what makes a complete circuit. | LO: To investigate circuit errors. LO: To know how to complete a full circuit. | LO: To investigate ways of making a bulb brighter. | LO: To investigate ways of making a bulb brighter. | |
| Art & design | Greek Vases Understanding significance and designing. LO: To develop design ideas. Outcome- Children will research Greek Vases and come up with their own design using sketching. | Greek Vases Look at different pottery techniques- smoothing, joining etc. LO: To use scoring, slipping and blending to join pieces of clay. | Greek Vases Look at different pottery techniques- smoothing, joining etc. LO: To use pinching, rolling and scoring to manipulate clay. | Greek Vases Making the product. LO: To use a variety of techniques to produce a finished product. LO: To evaluate a finished product. Outcome- children will have used research and skills to make a Greek vase. | |
| Computing | No computing this half term | | | | |
| Design & technology | No D&T this half term Greek Vases- clay | | | | |
| Geography | Locality LO: To use an atlas to locate tropics, continents and seas. LO: To locate European countries. | Locality LO: To understand the physical geography of Greece. LO: To label major cities and significant human features of Greece. | | | |

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| | | Outcome: Children will have located Greece on a map. They will be able to describe its physical and human features. | | | |
| History | <p>To identify Ancient Greece on the timeline and understand the impact that Ancient Greece had on us today.</p> <p>Understand BC, AD and Ancient Can order dates on a timeline Place Ancient Greece in a historical context Use images to think about what life was like in Ancient Greece</p> | <p>To understand what a city state was in ancient Greek times and to know the differences between Athens and Sparta</p> <p>Select relevant sections of information. Use evidence to build up a picture of a past event. Begin to identify primary and secondary sources.</p> | <p>To understand an Ancient battle</p> <p>To know the main characters and events of a key battle. To know that the battle may be interpreted in different ways and why this is so.</p> | <p>To understand how democracy developed in Ancient Greece.</p> <p>To know how democracy came about and the forms early democracy took. How was society organised around these early ideas of democracy?</p> | <p>To know how the Greek empire developed and what it encompassed.</p> <p>Study Alexander the Great and understand that there are (slightly) different versions of him within history.</p> <p>Study his life and role-play it.</p> |
| MFL | No MFL this half term | | | | |
| PE | <p>Dodgeball 2</p> <p>To develop throwing & passing techniques to suit situation</p> <p>Progress overarm throw</p> | <p>Dodgeball 3</p> <p>To develop a range of passing techniques</p> <p>Passing Effective ways to pass</p> | <p>Dodgeball 4</p> <p>To develop a range of defending & catching techniques</p> <p>Defending & catching</p> | <p>Dodgeball 5</p> <p>To combine multiple skills to suit situation</p> <p>Develop balance Develop agility</p> | <p>Dodgeball 6</p> <p>To perform a range of techniques within the rules of a game.</p> <p>Develop balance Develop agility</p> |

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| | Understand why we predominantly use overarm Expansion on game rules | Expansion on game rules | Effective ways to defend and catch at speed Expansion on game rules | Develop hand-eye coordination | Develop hand-eye coordination |
| RE Religion, family and community. <ul style="list-style-type: none"> All religions of Sheffield - Islam focus for local area and comparison with other areas of Sheffield. What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? | To investigate the different religions in Sheffield and their contribution to the community. Buddhism | To investigate the different religions in Sheffield and their contribution to the community. Hinduism | To investigate the different religions in Sheffield and their contribution to the community. Sikhism | To investigate the different religions in Sheffield and their contribution to the community. Judaism | To compare the different religions within the city and the demography. How can we make Sheffield a more tolerant city? |
| RSHE | LO: Fr4 <u>To understand why some people are unkind.</u> Outcome: Children have thought about times when they have felt uncomfortable/sad/bullied and are aware that negative experiences can happen to anyone. | LO: Fr4 <u>To understand why some people are unkind.</u> Outcome: Children are aware that we all have positive and negative thoughts and have identified the emotion behind these thoughts (healthy, | LO: Fr5 <u>To know what stereotypes are.</u> Outcome: Children have analysed Disney films (old and new) and have discussed the change in attitude towards female characters post-2000. | LO: Fr5 <u>To understand how stereotypes can be challenged.</u> Outcome: Children have looked at different types of people and discussed if there are legitimate reasons why they cannot do specific roles. Have also | LO: Fr5 <u>To understand the history behind gender stereotypes.</u> Outcome: Children are aware of why gender stereotypes exist and have challenged this through discussion. |

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| | | insecurity, anger, hatred). | | designed their own cartoon character that defies a stereotype (e.g. a disabled superhero, religious main character, female doing a 'typically male' job). | |
| Music (merged with missed sessions from last half term) | | LO: Feeling and moving to a three-beat pulse and revising rhythmic ostinato | LO: Performing and improvising rhythmic and melodic ostinato | LO: Exploring expressive singing in a part-song with echoes. | LO: To use instruments to accompany a song. |